

These options are available when your child leaves the program:

Evaluation to determine eligibility for Part B Services (Age 3-5 years)



If your child is NOT eligible, we will help you to connect to community resources to support your child's ongoing development. (e.g. story times, ECFE, and community preschools)

If your child IS eligible, based on their needs, the team will create an IEP (Individualized Education Plan) and determine the best placement option. (See back side)



Classroom



Speech Group

Eligibility Criteria for Part B ECSE Services:

- A known condition or diagnosis
- Developmental Delay (3-6):
 - -1.5 Standard Deviations in at least two developmental areas
- Language Disorder:
 - -2 Standard Deviations on at least two language tests
- Articulation Disorder:
 - -2 Standard Deviations on one pronunciation test

Features of the Individualized Family Service Plan (IFSP) and the Individualized Education Program (IEP)

There are some significant differences between an IFSP and an IEP. This chart will help to inform you of these differences and avoid confusion as you discuss services for your child.

IFSP	IEP
Used in early intervention for children ages birth through 2 and their families	Used in special education for children ages 3 to 21
Includes information about the child's present levels of development	Includes information about the child's present levels of educational performance and participation in developmentally appropriate activities
With the family's approval, it may also include information regarding the family's resources, priorities, and concerns related to the development of their child	Includes information about the family's concerns for enhancing the child's education
After the team determines a list of priorities and concerns, the family determines which outcomes will be included on the IFSP	The IEP team, including the parents or guardians and related service providers who work with the child, determines the goals
Includes the major outcomes desired for the child and family, as well as the methods, timelines, and a plan to measure progress	Includes measurable annual goals, academic and functionally, designed to: <ul style="list-style-type: none"> • Enable the child to be involved in and make progress in the general curriculum; • Describe how progress will be measured and how often • Describe how progress will be reported to the family
Includes the natural environments where services will be provided	Describes services provided in the least restrictive environments (LREs) and an explanation of the extent, if any, that the child will not participate with typically developing children
Includes the early intervention services and supports necessary to meet the unique needs of the child and family in order to achieve the identified outcomes	Includes the special education, related services, supplemental aides and services, modifications, and supports to be provided to help the child make progress and participate in developmentally appropriate activities
Team membership includes: <ul style="list-style-type: none"> • A parent or parents of the child • Other family members as requested by the parent • An advocate or person outside the family, if parent requests that the person participate • Service coordinator • A person or persons involved in conducting evaluations and assessments 	Team membership includes: <ul style="list-style-type: none"> • A parent or parents of the child • Regular education teacher • Special education teacher • A representative of the school district who can commit resources • A person who can interpret results of the evaluations • Others who have knowledge or special expertise about the child